

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

Transfer course       A.A. degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** AS 115 - Introduction to Comparative  
Africana Literature

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

Selected literatures of Africana peoples. Examination of the principles of aesthetics, theme, philosophy and religion, and the impact of cross-cultural exchanges on the literature.

**SPECIFIC COURSE OBJECTIVES:**

Successful students will be able to:

1. compare and contrast various styles and philosophies of African writers.
2. analyze and examine literary genre, principles of aesthetics and theme of African writers.
3. explore the impact of cross-culture exchanges on African literature.
4. compare and contrast the issues and realities of black writers in Africa, the Caribbean, and Black America.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

Regardless of the specific course in literature, students must acquire basic disciplinary foundations such as an understanding of literary terminology, effective writing methods, and methodology for the analysis and interpretation of literature that may be used in the study of other subject areas. Since Introduction to Comparative Africana Literature may be the first college-level literature course taken by many students, the introduction to, and the development of basic disciplinary foundations are essential.

Introduction to Comparative Africana Literature examines literature broadly so that students are able to understand the commonality of the human experience rather than the differences among them which isolate cultures from each other. Literature then, is viewed from trans-cultural perspective to focus in interrelations among ethnicity or nationally different groups. One must have some perception of Western and Eastern aesthetical literacy principles for example, to understand why literature is a creative expression of self and one's relationship to the universe regardless of geography. Further, even a concentrated discussion of the literary contributions of one group (e.g., Africana peoples), while displaying an immediate diversity in modes of existence, can demonstrate a shared heritage when brought into contact with others because of the preoccupation with basically enduring concepts--love, betrayal, tragedy, triumph, etc.

As the student examines, analyzes and interprets oral literature, prose, poetry, novels, etc. of Africana world literature, he/she must have samples of other similar genre to develop meaningful links of knowledge than transcend the perception of isolated blocks of facts about particular cultures. To the study of literature should be added some knowledge of the importance of philosophy, religions, social and political interaction and social change and development. This method of study should be applied to the study of other disciplines.

The textbooks include literature from Africana peoples around the world. Additionally, each serves as a commentary on the interactions of humans as they have affected and been affected by the available literature, regardless of their ethnicity. As students finally reach the end of their readings, they must evaluate human literary expressions from several interrelated perspectives, the African, Western, Caribbean, Middle Eastern and Asian. Students come to realize that we cannot achieve our fullest humanity if in fact we learn only one cultural maintenance system.

#### Curriculum Outline:

- I. Definitions of Literary Terminology - genre, oral literature, essay, poetry, novel, style.
- II. African Oral Tradition - comparative analyses of Africana prose-narrative, folktales, proverbs, riddles, praise, poetry, music,

etc. as they have interfaced with oral literature of other cultures.

- III. Africana Folk Literature - the African oral continuum in the Americas, Caribbean, Middle East, Asia and Europe; impact of philosophy, religion, social conditions included; the impact of Western thought on the worldwide diaspora.
- IV. The Literary Legacy - The novel, prose, poetry, etc.; comparative analyses of the commonalities in human literary expressions Africana/Western/Eastern.
- V. Contemporary Africana Literature - reanalyses of aesthetic principles as they have affected and been affected by human experiences.

**REQUIRED READING:**

Zetterstem, A. East African Literature an Anthology. New York: Longman Inc., 1983.

Brown, Lloyd W. Women Writers in Black Africa. Westport: Greenwood Press, 1981.

Haley, Alex. The Autobiography of Malcolm X. New York: Grove Press, 1996.

**SUGGESTED READING:**

Palmer, Eustace. The Growth of the African Novel: Studies in African Literature. London: Heinemann Publishers, 1979.

Killam, G.D. African Writers On African Writing. London: Heinemann Publishers, 1978.

**REQUIRED WRITING:**

1. One critical 1,500 word research paper.
2. Final Examination which partially consists of a 250 word paper comparing and contrasting ideas and theme of two selected writings by different African authors.

**OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.**

Prepare for exams, read assigned chapters in text, and complete writing assignments.

**INSTRUCTIONAL METHODOLOGY:**

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes  No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

Grades will be determined as follows:

1. 40% - 2 Quizzes, each representing 20% of grade
2. 20% - Mid-Term exam
3. 10% - Class Participation
4. 10% - Research paper and oral presentation of paper
5. 20% - Final Exam

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit: 1.

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON:** Jose C. Rangel Ext. 2730

Signature on File
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